

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Samantha Allshouse Block #: 1
2. For what project did you make your digital story? MEL Presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? We were trying to teach other teachers about the MEL model.
4. What type of story are you telling? Short Story
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
<http://www.hrsbstaff.ednet.ns.ca/engramja/elements.html>
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
A Prezi
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) PROS: 1. Digital story is more interesting and fun to listen to or read about. 2. It is also a relaxed and different than normal learning. CONS: 1. Digital storytelling is easy to lose the content in the midst of the story. PROS: 1. Prezis are simple to put together and share with others. 2. Don't take too much time to put together. CONS: 1. Prezis can be difficult to follow and sometimes confusing. 2. Basically just a glorified Powerpoint/Keynote; not too interesting or unique.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling – in the cells below, list each of the various elements of the type of story you are telling. (Copy and paste the element and its description/explanation from the source Web site.)</i>	<i>Your digital story – in each corresponding cell below, tell what part of your digital story matches the element. (If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i>	<i>Your digital story –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. (e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i>
<u>SETTING</u> -- The time and location in which a story takes place is called the setting.	A science classroom in the current day	The setting helps tell the story because MEL teaching methods are probably best utilized in a classroom setting, I feel.
<u>PLOT</u> -- The plot is how the author arranges events to develop his basic idea; It is the sequence of events in a story or play.	Johanna has a bad teacher/classroom experience where she doesn't have any fun and isn't interested in the content. Miss Apple joins the class and introduces the students to MEL. Miss Apple teaches and utilizes the various parts of MEL to make the classroom better. In the end, Johanna feels better about science class and her engagement problems are solved!	The plot tells how MEL can help improve classrooms and help students enjoy and understand their classes better. It also shows that MEL is not very difficult to implement within the classroom.
<u>CONFLICT</u> -- Conflict is essential to plot.	Johanna's classroom is boring, and she doesn't want to learn anymore about science. She is not enthused in regards to her science class before	The conflict gives a good reason to implement MEL and shows the audience that, without proper teaching methods, students are not going

Without conflict there is no plot. It is the opposition of forces which ties one incident to another and makes the plot move.	Miss Apple joins it.	to enjoy the class and may cause opposition or conflict during the learning process.
<u>CHARACTER</u> -- There are two meanings for the word character: 1) The person in a work of fiction. 2) The characteristics of a person.	Miss Apple and Johanna are the two main characters. The protagonist is Johanna, who doesn't like the classroom style. The protagonist is Miss Apple, because she works to solve the conflict/problem of the classroom.	The characters make implementing the MEL model more meaningful for the people who watch it. By making them meaningful, teachers or students may be able to relate better to the information being conveyed and will be more open to wanting to implement it. It allows people to put a concept to a face or situation.
<u>POINT OF VIEW</u> Point of view, or p.o.v., is defined as the angle from which the story is told.	Our story is told in the Omniscient Limited point of view. There is a narrator who tells the story and gives some insight into what the students are thinking and why they are doing what they are doing.	This point of view style allows the reader to see what the conflict is and why certain parts of the MEL model can improve that conflict in the classroom. By seeing everyone's thoughts, the readers can see why things are being done the way they are in an MEL classroom, as well as being able to see what the positive results are.
<u>THEME</u> -- The theme in a piece of fiction is its controlling idea or its central insight.	The theme of the story is that engaging your students makes happy, knowledgeable students.	This theme plays right into convincin teachers as to why they want to use MEL. MEL is a way for them to engage their students and create a better classroom environment that is conducive to learning and is comfortable for all.

